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ABSTRACT

This document contains an introduction to the Ohio Integrated Technical and Academic Competency (ITAC) and Specialization ITAC; an overview of the visual communications art profession; a list acknowledging professionals who helped develop the competency list; and the comprehensive list of the professional or occupational competencies deemed essential for graduates to be able to perform proficiently when they graduate from an Ohio specialization workforce development program in visual communications art. The introduction explains the following: (1) critical academic, employability, and information technology skills have been integrated throughout the list to support the technical skills; (2) the competency profile can be used as the basis for curriculum development in Ohio's secondary, adult, and postsecondary programs; and (3) the specialization competency profile is organized so that it can be clustered or grouped in a modular approach. The overview of the field describes general duties, some specific tasks, employment opportunities, length of program, type of program (classroom instruction and/or work experience), and types of certificates and/or degrees. The competencies are grouped under broader skills that are, in turn, categorized under these 14 major topics: orientation to the visual communications art profession; safety procedures; basic studio skills; basic drawing skills; design; web page design; business functions; hand lettering; photography; digital media design/basic computers; interactive multimedia production; layouts; production; and self-marketing. (YLB)

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Visual Communication Art

FasTrak

Specialization Integrated Technical and Academic Competency (ITAC)

Updated Monday, September 17, 2001 10:04 AM

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Acknowledgements

Overview

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Introduction to the Specialization ITAC

Revised 2001

The Ohio Integrated Technical and Academic Competency (ITAC) profiles are developed under the auspices of the Ohio Department of Education and the Ohio State Board of Education. They provide a broad-based educational response to Ohio's need for a skilled workforce. Each Specialization ITAC represents a profile of the professional or occupational competencies deemed essential for a graduate to perform proficiently when he or she graduates from the specialization workforce development programs in Business and Marketing, Industrial and Engineering Systems, Health Occupations, or Family and Consumer Sciences. The Specialization ITAC profile, in conjunction with the competencies identified in the Foundation and Clusters ITACs, provide a career pathway that can lead to employment or further education.

Process and Intent

The integrated competency lists are the result of all encompassing research and review of existing competency profile lists and includes input from industry, labor, professional organizations, professional and industrial representation, and national standards for a specific industry/profession. Representatives from a broad cross-section of Ohio professional organizations, businesses/professions, industry, and labor played a critical role in identifying current and future knowledge and skills for the industry, and defining the vision and scope of the profession/industry. The instructional methods and teaching strategies are the responsibility of the local school system and/or instructor.

Curriculum Applications Using the ITAC Competency Profiles

Each profile includes a comprehensive listing of occupational skill competencies that reflect the job opportunities and skills that are required to work in a specific profession/career pathway. Critical academic, employability and information technology skills have been integrated throughout the list to support the technical skills. These competency profiles will be used as the basis for curriculum development in Ohio's secondary, adult, and post-secondary programs. The specialization competency profiles are organized so that they can be clustered or grouped in a modular approach. Individual curriculum specialists can use the competencies profiles to develop instructional programs based on local needs as determined in conjunction with their local advisory committees. i.e., the specialization cluster academy approach. Final assessments will be designed to accompany each profile list and to accommodate student evaluation by modules.

Career Pathways | FasTrak ITACs

Acknowledgements
Ohio Department of Education
Office of Career-Technical and Adult Education
2001 Revision

Visual Communications Art

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Sally Silvestri, Free Lance Artist, Boardman
Robert Wright, Mlicke Inc., Columbus
Evangelia Philippidis, Columbus Dispatch, Columbus
Robert Betts, Berry Network, Inc. Dayton
Michael Hiday, Berry Network, Inc. Dayton
Kristin Zink, Free Based Design, Inc., Dayton
Roger W. Starnes Jr., Flynn, Sabatino, & Day, Inc., Dayton
Kent Oliver, OC Communications, Columbus
Ray Klein, Free Lance Artist, Columbus

Educational Review Panel

Melissa Rock, Cuyahoga Valley Joint Vocational School, Brecksville
Annamaria Bory-Ackers, Northeast Career Center, Columbus
Mary Tyler, Fairmont High School, Kettering
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Overview

Visual Communications Art

Visual Communications Art is a profession that includes a complex combination of words and pictures, numbers and charts, and photographs and illustrations that, in order to succeed, demand the clear thinking of a thoughtful individual who can orchestrate these elements so they all add up to something distinctive, or useful, or playful, or surprising, or subversive, or somehow memorable. Illustration and Graphic Design are the two major subdivisions of Visual Communication Art.

Visual Communication Artists include people of many talents. They must know how to do lettering, drawing, and color work; and must be able to assemble the parts of the project into a plan, a process called layout. Photography is a popular and well-established branch of Visual Communication Art.

This creative industry utilizes many types of art for business. Although the industry is becoming more and more technology driven, it is critical to have a strong foundation of basic drawing and design skills to be successful in this profession. The application of business related artwork is diverse and more complex. It is important to understand the various medians used by corporations today: design, print, worldwide web, interactive media, digital imaging, etc.

Employment opportunities continue to grow in specialization media. Visual Communication Artists work for many companies including advertising agencies, publishers, department store and mail-order houses. Some artists work only in specialty fields, such as fashion drawing. Sometimes firms assign work to artists who have their own studios. These artists are paid by the job and may receive high sums. They are called free-lance artists.

The Visual Communication Art profession is among the first fine arts and design discipline to embrace the computer. It is virtually impossible to practice Visual Communication Art today by using only traditional hand processes. Photo-typesetting and retouching have been transformed into electronic output and pre-press services. The once separate functions of graphic design and production have been collapsed into a single effort now often under the control of the designer. Web designers, multimedia specialists, cable and TV network stations, commercial printers, photographers, commercial banks, hospitals, etc., are just a few businesses where responsibilities have moved to digital processing. There is still traditional art being used, however it is now digitized for final production.

This explosion of new media has changed the work in design offices, expanding from print-based projects to those that include electronic communication. While some graphic designers specialize entirely in new media, most handle a mix of print and electronic work. In addition to the print-based competencies, most students will also be significantly more employable if they possess a rudimentary ability to: work in time-based multimedia, design motion typography, design information architecture, interfaces, and narratives for the Internet, or design time-based media in cross-disciplinary projects.

This transformation represents new content for graphic design programs. It is now assumed by employers that students will have the ability to: author text in word-processing programs, draw graphic images on the computer, manipulate photographs digitally, produce digital page

layouts, understand issues related to output and electronic pre-press, and choose appropriate technological resources for specific design tasks.

18.00.00.0 Visual Communication Art

18.01.00.0 Orientation to Visual Communication Art Profession

18.01.01.0 Define the industry

18.01.01.01 Outline the role and scope of the Visual Communication Art industry in the free enterprise system
18.01.01.02 Identify employment opportunities in the Visual Communication Art field
18.01.01.03 Identify areas of specialization within the Visual Communication Art field
18.01.01.04 Identify the professional organizations related to the Visual Communication Art field
18.01.01.05 Differentiate between the two major divisions in Visual Communication Art; Illustration and Design
18.01.01.06 Compare and contrast famous illustrators, designers, and their influence on the industry
18.01.01.07 Compare and contrast the major design movements and their influence
18.01.01.08 Discuss how technology has changed the industry over the years, beginning with the advent of the printing press and photography
18.01.01.09 Identify sources, in print or online, of information for professional illustrators and designers

18.01.02.0 Determine skills needed to work in the industry

18.01.02.01 Identify education and training required to work in various Visual Communication Art careers
18.01.02.02 Describe the kinds of job titles, qualifications, work techniques, processes, and procedures a Visual Communication Artist might be called on to perform

18.02.00.0 Safety Procedures

18.02.01.0 Practice lab safety

18.02.01.01 Explain the purpose of the Occupational Safety and Health Administration (OSHA) and how it promotes safety on the job as it relates to Visual Communication Art
18.02.01.02 Report unsafe conditions in accordance with Occupational Safety and Health Administration (OSHA) guidelines
18.02.01.03 Identify the location of Material Safety Data Sheets (MSDS)
18.02.01.04 Follow safety procedures for each MSDS
18.02.01.05 Identify consequences of disregarding safety rules
18.02.01.06 Identify/follow manufacturer's recommendations for the safe use of chemical products, (i.e., spray booth and ventilation)
18.02.01.07 Identify the established procedures/regulations for storing/handling/disposing of hazardous materials in accordance with Environmental Protection Association (EPA) Standards
18.02.01.08 Identify location of fire extinguishers and fire exits
18.02.01.09 Demonstrate established procedures for the use of fire extinguishers
18.02.01.10 Identify health hazards in the workplace
18.02.01.11 Identify location/contents of first-aid kit
18.02.01.12 Demonstrate knowledge of appropriate actions to take in response to given emergencies
18.02.01.13 Lift/transport objects and materials in accordance with established safety practices

18.02.02.0 Handle tools in accordance with established safety procedures

18.02.02.01 Use safety apparatus and equipment in accordance with job requirements and safety standards
18.02.02.02 Handle all tools according to manufacturer's specifications regarding safe use
18.02.02.03 Wear personal protective equipment, safety gear or clothing appropriate for given jobs
18.02.02.04 Conduct routine inspections of tools and equipment
18.02.02.05 Interpret instructional manuals for safe operation of power tools and power equipment
18.02.02.06 Maintain safety guards and switches on all machinery
18.02.02.07 Practice safe cutting techniques (i.e., discard disposable blades and cutting surfaces)

18.02.03.0 Protect workers from ergonomic injuries

18.02.03.01 Identify furniture and work practices that insure healthy ergonomic practices
18.02.03.02 Identify repetitive motion activities that might cause injury and remedy the problem
18.02.03.03 Maintain posture to prevent injuries
18.02.03.04 Identify effects of long-term exposure to ultraviolet (UV) rays

18.03.00.0 Basic Studio Skills

18.03.01.0 Perform basic measurement functions using standard measuring

18.03.01.01 Measure line lengths with a ruler in 32nds, 16ths, 10ths, 8ths, 4ths, and 1/2s and decimal point equivalentusing a calculator
18.03.01.02 Measure with a pica scale in units of points and picas
18.03.01.03 Measure/divide using a compass, dividers, and proportion wheel
18.03.01.04 Calibrate reductions and enlargements using a proportion wheel
18.03.01.05 Scale graphics to specifications of final size (e.g., billboard maintenance)

18.03.02.0 Use and maintain drawing instruments

18.03.02.01 Identify various pencil leads available and their applications, and sharpening techniques
18.03.02.02 Demonstrate the use and maintenance of mechanical pencils, technical pens, quillens, various brushes, and markers

18.03.03.0 Perform basic mechanical drawing skills

18.03.03.01 Draw parallel vertical and angular lines with triangles and straightedge or T-square using various media
18.03.03.02 Draw circles, lines, and shape guides, compass or templates using various media
18.03.03.03 Use cropping tools to crop images and photos

18.03.04.0 Perform basic cutting functions using standard cutting devices

18.03.04.01 Cut stock using various knives and/or using a paper cutter
18.03.04.02 Measure mats, and cut mats using a mat cutter
18.03.04.03 Maintain cutting instruments (e.g., clean, sharpen, or replace blades)

18.03.05.0 Adhere/bond various media

18.03.05.01 Adhere media using various adhesives (e.g., spray mount, rubber cement, spray adhesive, glue stick)
18.03.05.02 Detach materials
18.03.05.03 Bond materials together with a laminator and using a dry-mount press

18.04.00.0 Basic Drawing Skills

18.04.01.0 Create life drawings

18.04.01.01 Sketch gesture and contour memory drawings using various media (i.e., mixed media, experimental)
18.04.01.02 Draw human figures showing muscular-skeletal relationships, foreshortened figures, hands and feet, heads and faces
18.04.01.03 Complete still-life drawings
18.04.01.04 Stylize human figures for commercial use

18.04.02.0 Create perspective drawings

18.04.02.01 Create one-, two-, and three-point perspective drawings from various vantage points
18.04.02.02 Draw in measuring-point perspectives
18.04.02.03 Create drawings that show an understanding of aerial perspective (e.g., landscapes, interiors)

18.04.03.0 Create product drawings

18.04.03.01 Draw products using contour lines
18.04.03.02 Draw various surfaces, shapes, and volumes (e.g., metal, glass, fabric, and liquid)
18.04.03.03 Complete still-life drawings

18.04.04.0 Design composition

18.04.04.01 Create a composition using basic fundamentals and elements
18.04.04.02 Create drawings for accuracy that show mastery of and sensitivity to variations in contour line
18.04.04.03 Identify visual concepts of composition
18.04.04.04 Create drawings that sensitively show a mastery of anatomy and the human figure and portraiture
18.04.04.05 Create drawings that demonstrate an understanding of color

18.05.00.0 Design

18.05.01.0 Create compositions with shape and form

18.05.01.01 Define the elements of design (i.e., line, form, color, space, texture, value, shape)
18.05.01.02 Define the principles of design (i.e., emphasis, unity, balance, proportion, rhythm)
18.05.01.03 Create simple and complex compositions emphasizing demonstrating mastery of the various elements of design
18.05.01.04 Design compositions that demonstrate competence in the use of positive and negative space, dominance, sub dominance, and subordinates, formal balance, unity, repetition, informal balance

18.05.02.0 Create Color Compositions

18.05.02.01 Define color fundamentals
18.05.02.02 Create a composition showing an understanding of color theory
18.05.02.03 Create compositions that are also a value study, a texture study, a design in full contrast, a continuous tone design in high key, and a continuous tone design in low key

18.05.03.0 Execute rendering techniques

18.05.03.01 Establish a light source
18.05.03.02 Transfer drawings to paper stock appropriate for given job
18.05.03.03 Render continuous tone
18.05.03.04 Render artwork using a six-step value scale
18.05.03.05 Render texture study
18.05.03.06 Render artwork using dry media: pencil, charcoals or pastels, colored pencils, felt-tipped markers
18.05.03.07 Render artwork using wet media: watercolor, acrylic, tempera, gouache, pen, and ink

18.06.00.0 Web Page Design

18.06.01.0 Determine Web parameters and usage

18.06.01.01 Differentiate between a client and a server
18.06.01.02 Demonstrate knowledge of the role of browsers in reading files on the World Wide Web
18.06.01.03 Identify how different browsers affect the look of a web page
18.06.01.04 Compare/contrast the features and functions of software editors available for designing web pages
18.06.01.05 Identify industry terms
18.06.01.06 Demonstrate knowledge of how bandwidths affect data transmission and on-screen image
18.06.01.07 Compare the advantages and disadvantages of running an in-house server vs. using a service provider
18.06.01.08 Explore emerging technology
18.06.01.09 Demonstrate basic knowledge of HTML programming

18.06.02.0 Create a web page

18.06.02.01 Create a web page using commercial software
18.06.02.02 Maintain a web page (i.e., update, refresh periodically)

18.07.00.0 Business Functions

18.07.01.0 Prepare paperwork and files

18.07.01.01 Schedule work orders
18.07.01.02 Maintain job and reference files
18.07.01.03 Complete project timeline

18.07.02.0 Purchase equipment, supplies, and outside services

18.07.02.01 Identify equipment and supply needs
18.07.02.02 Determine equipment and supply costs
18.07.02.03 Identify needed equipment and supplies for a specific job

18.07.03.0 Identify current copyright and usage laws

18.07.03.01 Identify applicable legal considerations and contract negotiations, including web-based copyright infringement
18.07.03.02 Demonstrate an understanding of how to purchase outside services and creative property in accordance with current usage practices in purchasing outside services

18.08.00.0 Hand-Lettering

18.08.01.0 Apply hand lettering for roughs/comps

18.08.01.01 Define typography language
18.08.01.02 Define typography as a design element
18.08.01.03 Indicate headlines and body copy using a pencil and/or marker
18.08.01.04 Render letterforms using various media (i.e.. pen and ink, mixed media)
18.08.01.05 Demonstrate kerning and leading
18.08.01.06 Demonstrate letter-space and word-spacing a page
18.08.01.07 Hand letter letters in various proportions and sizes from serif, sans serif, and decorative typeface styles and in condensed, expanded, or Italic form

18.08.02.0 Create signage

18.08.02.01 Compose signs and/or showcases using various media
18.08.02.02 Draw various letterforms including double-letter fill-in, cursive, Italic, and serif letterforms, and using stencils
18.08.02.03 Render one-stroke letter forms
18.08.02.04 Layout, cut, and apply vinyl letters

18.09.00.0 Photography

18.09.01.0 Identify photographic equipment

18.09.01.01 Differentiate between various camera formats (i.e., traditional, digital)
18.09.01.02 Select appropriate camera format for given situation
18.09.01.03 Identify film for different light sources

18.09.02.0 Demonstrate knowledge of photographic language

18.09.02.01 Demonstrate knowledge of the role played by the following photographic elements: composition's formal qualities, scale, use of space, use of light
18.09.02.02 Demonstrate knowledge of how the meaning of a photograph is affected by composition, formal qualities, scale, use of space, and use of light
18.09.02.03 Identify the use and meaning of symbolism and of metaphor in given photographs

18.09.03.0 Demonstrate knowledge of how to acquire custom photography

18.09.03.01 Demonstrate knowledge of hiring practices
18.09.03.02 Demonstrate knowledge of where to find professional photographers for specific specialty areas (e.g., food, fashion)
18.09.03.03 Demonstrate knowledge of copyright law, work-for-hire, and other accepted business practices
18.09.03.04 Demonstrate knowledge of stock/photography and royalty free, Internet, and print

18.09.04.0 Set up photo shoots

18.09.04.01 Define parameters of photo shoot according to layout
18.09.04.02 Gather materials and equipment needed for photo shoot
18.09.04.03 Style subject matter according to layout
18.09.04.04 Obtain photo releases

18.09.05.0 Make color slides of existing work

18.09.05.01 Gather materials and equipment needed for photo shoot
18.09.05.02 Set up portfolio artwork for flat copy
18.09.05.03 Set up camera
18.09.05.04 Adjust lighting
18.09.05.05 Photograph portfolio artwork
18.09.05.06 Arrange to have lab process film

18.10.00.0 Digital Media Design/Basic Computers

18.10.01.0 Perform basic computer functions

18.10.01.01 Demonstrate knowledge of standard hardware platform components and configurations (e.g., UNIX, IBM, Macintosh)
18.10.01.02 Identify memory and storage requirements
18.10.01.03 Demonstrate knowledge of parallel/serial transmission
18.10.01.04 Demonstrate knowledge of the characteristics and operation of peripheral (e.g., scanner, digital camera, video input devices, graphic tablet, graphic expansion board, printer, film recorder, and output devices)
18.10.01.05 Demonstrate knowledge of resolution issues
18.10.01.06 Access software programs
18.10.01.07 Follow established start-up and shutdown procedures
18.10.01.08 Format disks
18.10.01.09 Create backup files
18.10.01.10 Create file management systems

18.10.02.0 Create visual design guidelines

18.10.02.01 Integrate paint illustration program techniques with digital photography imagery
18.10.02.02 Perform basic layout functions using word-processing software
18.10.02.03 Perform basic layout functions using draw/paint software
18.10.02.04 Perform basic layout functions using page layout software
18.10.02.05 Perform basic layout functions using imaging software
18.10.02.06 Assess how the technical limitations of the medium affect content and style
18.10.02.07 Plan a visual design in which form follows function
18.10.02.08 Create the look and feel of the product
18.10.02.09 Define color-editing capabilities (i.e., RGB, CMYK, PANTONE, TRUMATCH, WEB COLOR)

18.10.03.0 Enhance images

18.10.03.01 Identify image file formats
18.10.03.02 Manipulate font
18.10.03.03 Convert file formats
18.10.03.04 Manipulate contrast
18.10.03.05 Crop images
18.10.03.06 Scale images
18.10.03.07 Adjust images using various filtration methods
18.10.03.08 Combine software utilities in screening for translucency and for layering of multiple images (adjust
18.10.03.09 Adjust images using selection tools
18.10.03.10 Adjust images using painting and editing tools
18.10.03.11 Manipulate multiple image layers
18.10.03.12 Adjust images using masking techniques
18.10.03.13 Optimize images for specific uses

18.10.04.0 Design layouts

18.10.04.01 Enter/edit text on document using word-processing software
18.10.04.02 Import and format text for printing using word-processing software
18.10.04.03 Format page design using master pages and style sheets
18.10.04.04 Create and add graphic elements to page design
18.10.04.05 Scan images, places, photographs and graphic elements
18.10.04.06 Enhance publications using various fonts, styles, attributes, and justification
18.10.04.07 Enhance publications using paint/draw functions
18.10.04.08 Output desktop publishing files

18.10.05.0 Create presentations using presentation graphics software

18.10.05.01 Identify peripheral items that support presentation software (e.g., scanners, digital cameras, printers, and projection systems)
18.10.05.02 Compare/contrast various presentation software packages
18.10.05.03 Create computer presentations and handouts in accordance with basic principles of graphic design and visual communication
18.10.05.04 Create and insert word art objects
18.10.05.05 Edit presentations
18.10.05.06 Print entire presentation, outline, and notes

18.11.00.0 Interactive Multimedia Production

18.11.01.0 Demonstrate knowledge of interactive media

18.11.01.01 Identify the media elements to be used (e.g., sound, video, graphics, text, animation)
18.11.01.02 Identify characteristics of interactive media presentations
18.11.01.03 Perform critical review of various interactive media end products
18.11.01.04 Explain the social and cultural implications and criticism of interactive media
18.11.01.05 Identify possible markets for interactive media (e.g., sales and marketing, interactive advertising, K-12 education, corporate training, corporate communications, distance learning, news, entertainment)
18.11.01.06 Identify the appropriate hardware and software tools
18.11.01.07 Describe video conferencing
18.11.01.08 Describe computer-to-computer collaboration
18.11.01.09 Generate text for multi-image presentations (e.g., title slides, charts, graphs)
18.11.01.10 Create 2-D computer graphics and animation
18.11.01.11 Create 3-D computer graphics and animation
18.11.01.12 Create computer animation
18.11.01.13 Identify future trends in interactive media

18.11.02.0 Develop interactive media teams

18.11.02.01 Define the role of individual team members
18.11.02.02 Develop a conceptual model for the interactive media project
18.11.02.03 Select the distribution method to meet the project goals
18.11.02.04 Justify decisions

18.11.03.0 Develop project concept proposal

18.11.03.01 Identify the client needs and expectations
18.11.03.02 Determine the purpose of the interactive media project
18.11.03.03 Determine target audience
18.11.03.04 Research content
18.11.03.05 Develop a design brief
18.11.03.06 Select appropriate message design (e.g., instructional, informational, entertainment)
18.11.03.07 Determine the setting where the message will be used
18.11.03.08 Determine the interactive media elements to be used
18.11.03.09 Determine degree of interactivity desired
18.11.03.10 Identify available media and content sources
18.11.03.11 Decide whether to produce or acquire content (i.e., graphics, animation, audio, video, simulations, and virtual environments)
18.11.03.12 Develop time line for completion
18.11.03.13 Develop project budget
18.11.03.14 Obtain contract approval
18.11.03.15 Write proposal

18.11.04.0 Develop story boards to communicate ideas

18.11.04.01 Make preliminary thume and kims showing placement of images and text on screen
18.11.04.02 Develop storyboard using showing placement of buttons/navigation, color schemes and lighting.

18.11.05.0 Write scripts

18.11.05.01 Describe music to be used
18.11.05.02 Describe video (still and motion)
18.11.05.03 Describe special effects (video and audio)
18.11.05.04 Write narration and actor lines
18.11.05.05 Describe scenes

18.11.06.0 Combine media elements to produce an interactive multimedia

18.11.06.01 Apply visual design skills
18.11.06.02 Acquire talent (i.e., actors, models)
18.11.06.03 Coordinate work with the acquired talent
18.11.06.04 Create video footage
18.11.06.05 Digitize/edit video footage using computer video-editing software
18.11.06.06 Record sound track, including narration, voice-overs, sound effects, and music
18.11.06.07 Integrate sound with visuals
18.11.06.08 Build in hotspots and interactive links
18.11.06.09 Synthesize available interactive media technologies into a unified presentation using appropriate authoring software

18.11.07.0 Explain the process of an interactive multimedia studio

18.11.07.01 Explain a project from start to finish
18.11.07.02 Identify other advanced technology

18.12.00.0 Layouts

18.12.01.0 Research proposed jobs

18.12.01.01 Assess client needs and resources
18.12.01.02 Analyze message (i.e., content, purpose, audience, and location of the reader)
18.12.01.03 Establish budgetary requirements (Identify cost, quantity, quality factors, and timelines)
18.12.01.04 Analyze layout elements and design requirements (e.g., size, color)
18.12.01.05 Determine media appropriate for given job

18.12.02.0 Draw thumbnails
18.12.02.01 Define thumbnails
18.12.02.02 Brainstorm ideas
18.12.02.03 Create small proportional sketches (thumbnails)
18.12.02.04 Verify that ideas match research objectives

18.12.03.0 Produce Roughs
18.12.03.01 Refine and enlarge thumbnail sketch to actual-size rough
18.12.03.02 Apply color indication
18.12.03.03 Select typefaces based on standard factors (e.g., legibility, color, appropriateness)
18.12.03.04 Revise layout to customer specifications
18.12.03.05 Verify that ideas match research and objectives, and mockups

18.12.04.0 Prepare comprehensive layouts
18.12.04.01 Select materials that best represent the finished product
18.12.04.02 Assemble elements from the chosen layout (i.e., artwork, photos, and copy)
18.12.04.03 Scale photos or artwork for enlargement or reduction using a proportion wheel
18.12.04.04 Determine folds according to layout
18.12.04.05 Select paper stock of similar weight and color to the intended design
18.12.04.06 Cut/score stock to desired size
18.12.04.07 Prepare multiple-page layout of printed product
18.12.04.08 Assemble mock-up with type/photos/artwork in position
18.12.04.09 Develop client presentations
18.12.04.10 Revise client presentations based on client input
18.12.04.11 Secure customer sign-off

18.13.00.0 Production

18.13.01.0 Differentiate between various printing processes
18.13.01.01 Identify the key characteristics and applications of printing processes (i.e., offset printing processes for producing four or more colors, rotogravure printing, letterpress printing, and silkscreen printing)
18.13.01.02 Differentiate between sheet-fed and web-fed printing processes
18.13.01.03 Analyze the relative benefits and limitations of various printing processes

18.13.02.0 Plan production work
18.13.02.01 Analyze job requirement
18.13.02.02 Specify typeface, size, leading, and width
18.13.02.03 Set copy block width for layout
18.13.02.04 Specify whether type is to be set justified, ragged left, ragged right, or centered
18.13.02.05 Adjust copy to fit given layout (e.g., wrap text around illustrations and/or photography and geometric

18.13.03.0 Set type for customer approval
18.13.03.01 Set type using computer publishing software
18.13.03.02 Identify standard proofreading markings
18.13.03.03 Correct copy in accordance with proofreader's and client's corrections/changes
18.13.03.04 Secure customer sign-off

18.14.00.0 Self-Marketing

18.14.01.0 Maintain general portfolio of work
18.14.01.01 Select 10-15 hand-drawn and computer-generated examples of skill (e.g., corporate logo, storyboard, package design, technical illustration, figure illustration)
18.14.01.02 Design arrangement of portfolio elements
18.14.01.03 Select portfolio size appropriate to presentation (e.g., portability, ease of handling)
18.14.01.04 Mount work using an appropriate professional format
18.14.01.05 Assemble work in commercial portfolio case or book
18.14.01.06 Update portfolio regularly

18.14.02.0 Make portfolio presentations
18.14.02.01 Select portfolio items relevant to employer
18.14.02.02 Prepare leave-behind samples
18.14.02.03 Modify résumé to include information relevant to employer
18.14.02.04 Present portfolio to industry representatives regularly for critique

18.14.03.0 Identify employment opportunities
18.14.03.01 Develop a network of potential employment leads and / or advisors
18.14.03.02 Identify employers of Visual Communication Artists using various sources including the yellow pages, professional associations and trade journals, library reference materials
18.14.03.03 Identify employers of Visual Communication Artists and job openings through advertising representatives
18.14.03.04 Identify advertised job openings using periodicals (e.g., local, regional, and national newspapers, professional journals and newsletters)